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ABSTRACT

This document presents a step-by-step strategy, in a question-and-answer format, for mounting a successful political campaign for school board. Part one, the introduction, provides advice on how to acquire the necessary background knowledge of a school district and suggests possible campaign themes such as "parents' rights" or "back to basics." Part two provides sections, in roughly chronological order, on how to plan and conduct the campaign: (1) the strategy, (2) the budget, (3) campaign management, (4) volunteer recruitment, (5) vote goals/precinct work, (6) voter identification, (7) how to work with the media effectively, (8) election day turnout. The second half of the document consists of attachments. The first is a 6-page "create your strategy worksheet" consisting of blanks on which to fill in objectives, strategy, specific tactics with required resources, and a timeline. Other attachments include a campaign organization plan, information packets for coffee hostesses and door-to-door surveys, an example activity checklist, a volunteer card sample, a sample press release (from Senator James McClure's re-election campaign), sample voter goals, and a bibliography. (TE)

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ACTION KIT #5

HOW TO GET ELECTED TO THE SCHOOL BOARD

American Education Coalition
721 Second Street, N.E.
Washington, D.C. 20002
202-546-0865

MAY 1984

EA 017 308

Dear Parents:

Many of the problems you and your children face in the public schools can be resolved at the school board level. Moreover, they should be. The school board is the level of government closest to the people.

However, I often hear parents say even when they go to the school board they do not get answers or solutions to the problem confronting them. The parents then ask what can we do? In many situations, one answer may very well be to "run for the school board in the next election!"

The school board makes policy for the schools, makes decisions regarding curriculum, disciplinary procedures, collective bargaining contracts with teachers' unions and a myriad of other issues. If parents want a voice in the decision making process a position on the board is one of the most effective ways.

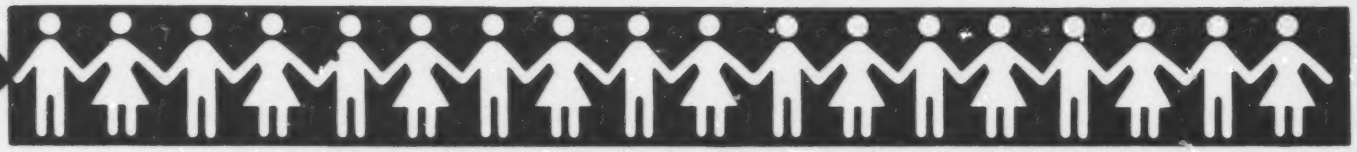
Running a campaign requires a lot of hard work and dedication, not to mention the amount of time involved in service to the community once elected. However, the education of our children is worth the effort! Parents must once again take the lead in the education of their children. Furthermore, the need for ordinary citizens to become involved in government is of surpassing importance to our nation.

Realizing that the thought of running a campaign might be overwhelming to those for whom politics is a new idea, we have prepared this action kit. Our purpose is to give you an organized and effective guide for running a campaign. . .and winning it.

Please keep in mind that not all communities run school board elections in the same way; therefore the ideas in this kit should be adapted to your local situations.

Good luck!

Marcella Donovan
Director, AEC



AMERICAN★EDUCATION★COALITION

AN EDUCATION DECLARATION

We the undersigned hold these principles to be critical to the reform of education in America.

1. **Parents** have the primary, inalienable right to educate their own children according to their own religious, moral and cultural values; they delegate but do not abdicate that right to schools and teachers.

2. **Children** should receive a quality education. Parents and teachers should be mutually committed to provide that quality education.

3. **Teachers** are entrusted with the awesome responsibility of teaching future generations of Americans. Teachers need the support and cooperation of parents. A safe school environment is essential to the dignity and effectiveness of teachers. Superior teachers should be rewarded; incompetent teachers should be removed. The measure of a teacher's ability is not whether the teacher has paper credentials, but whether children are learning. Because teacher strikes cause irreparable harm to children, and because public school teachers are public employees, teacher disputes should be resolved by other means.

4. **Local Control** is the backbone of American public education. Large schools and large school districts are not conducive to education, community values, or parental influence, and therefore should be decentralized. Authority should be retained at the local level where schools as diversified as the needs of children in the community can be encouraged.

5. **Judicial Activism** interferes with sound educational policy. Courts must not substitute their judgment for others in educational matters that are primarily the concern and responsibility of parents, teachers, and school administrators.

6. **Discrimination** on the basis of race is wrong. Minorities have been most victimized by poor education and would benefit most from an improved educational system.

7. **Discipline** is essential to quality education. School administrators must take appropriate disciplinary action, including suspension or expulsion of disruptive students, in order to maintain an educational environment free of drugs, alcohol, violence or other harmful influences. Disruptive students must not be allowed to deprive their peers of a quality education. Parents, who are primarily responsible for instilling discipline in their children, should cooperate with school administrators and teachers in maintaining firm discipline.

8. **Reading,** writing, science, and mathematics are basic to a quality education. Students should be taught the traditions of Western culture as well as principles of self-government and patriotism. Students should be promoted only when they have mastered the basic requirements for promotion. "Social promotion" leads to functional illiteracy and otherwise harms the child.

9. **Controversial Issues** such as school prayer, sex education, values clarification, creation science, busing and textbook selection can be resolved only when parents are directly involved in the decisions on these issues.

10. **Parental Choice** of public or private education should be available to all, not just the wealthy. To mitigate the unfair financial burden that parents are required to bear if they send their children to private schools, tax deductions, credits, or vouchers should be provided.

YES please send me more information on The American Education Coalition

Name _____

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American Education Coalition
721 Second Street, N.E.
Washington, D.C. 20002

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PART ONE: INTRODUCTION

I. Introduction

Q. Why is it so important to run and get elected to the school board?
A. According to former Secretary of the Interior James Watt, "the most important political job in America is on the school board. That's where we need to start bringing about good government that will have a lasting impact on bringing up children in the way they ought to be brought up." (Charisma January 1983.)

The key to achieving quality and excellence in education is local control. That means decisions about the public schools should be made at the level closest to the parents, children and teachers.

The school board is the governing body of the public schools closest to the parents, teachers and students. The board makes decisions on issues ranging from collective bargaining to textbook evaluation to curriculum reform. The board hires the superintendent and theoretically develops policies and educational goals for the district.

Q. What people are usually elected to the school board?
A. Citizens from all walks of life. The public schools belong to all citizens and it is their responsibility to govern the schools.

Parents, especially, should run for a school board position so that they have a voice in the decision-making process. Too often, it seems, decisions are made in response to special interest groups rather than by what is in the best interests of the students.

Q. Are all school boards elected?
A. School boards are elected in all the states except Virginia. In Virginia the school boards are appointed. Over half the states have elected boards only. The remaining states have both elected and appointed school boards.

II. Preparation

Q. What is the first thing I should do after I have decided to run for a seat on the school board?
A. File as a candidate in your school district. Contact the county elections office or the local Board's Business office to learn what procedures must be followed. Make sure you meet all the requirements: that you have lived in the district for the required number of months, you are a registered voter, etc. Also, it is important that you learn about political campaign rules and regulations that must be followed in conducting your campaign.

Q. What action should I take next?
A. Develop a strategy and plan. Begin by doing a little background work to familiarize yourself with the school district. Learn as much as you can about the district, including demographics, that is past election history. Remember, as a board member you will not be representing just your child's school, but all the schools in the district.

Q. What are the types of things I should be learning about?
A. Learn the number of schools and their locations. Learn where the superintendent's office is located, the name of the superintendent and the names of the principals.

Look into the history of the current board. Learn who the members are. Read the minutes from past meetings. Attend the school board meetings. Learn how the board operates and what functions it serves.

Familiarize yourself with the issues the board will have to deal with, such as finances, collective bargaining, civil rights, curriculum, textbooks, sex education, teacher evaluation, etc.

Find out about the PTA or PTO groups, the teachers' unions. Determine how active they are and what role they play in the school board decisions.

Become knowledgeable about state legislation affecting school board activities and school programs. Are there any state mandated programs, for example.

Q. How can I go about getting this information?
A. For starters, visit the superintendent's office where you should be able to get information on the district's budget, the board policies, curriculum guides, etc. You can also obtain a personnel directory, a school district map and the names of PTA leaders.

Also, talk with the people in your community. Find out what sort of attitude the community has toward the public schools and what issues most people are concerned with. You may find groups in the community willing to support you and your ideas about education.

Visit the schools. Talk to the teachers, principals, students and other parents.

Q. What if I want to run for the school board, but not very many people in the community know who I am?
A. Name recognition is very important in a campaign. Begin early get your name recognized in the community. You want to be recognized as a citizen concerned about education. Show the community that you are intelligent and articulate.

Q. How would I accomplish this?
A. One way to accomplish this is to write letters to the editor in the local paper. Comment on school related matters at public gatherings. Once you are running, take the time to knock on doors all over the district and talk to people. Word of mouth is an important factor. (Pick the districts that have a history of voting in board elections -- voter turnout is always very low.)

III. You the Candidate

Q. What are the qualities and characteristics of a good school board member?
A. First of all, be a person of integrity and sincerity. Then, have a strong interest in public education. Be willing to commit your time and service to the community. Have positive solutions and alternatives to current problems.

A business or legal background is not necessary as long as you have good judgment, knowledge and enthusiasm.

Being a responsible school board member is not always easy. Confrontations may occur and you may be required to take a stand on controversial issues, e.g. union contracts, parents' rights, or busing.

Leadership qualities are an asset. Being able to work with people is essential.

Q. As a school board candidate do I need to have a platform to run on?
A. It is a good idea to develop a platform that you will run on. In order to accomplish this establish your own goals. Assess the community needs. Set forth what you expect

to accomplish. Be positive in your approach. You should have only about three items in your platform readily explained and easily understood by the public.

Q. What sort of platform should I run on?
A. Given the recent focus on education reform, you might want to relate your platform to how your local district can increase the SAT scores for seniors, or increase deserving teachers' salaries, or launch a Basics program for K-6.

Q. Can you give me an example of a theme?
A. A good example is the theme Bill Honig ran on in his race for state superintendent of California. His platform was "traditional education works." His opponent's was "the state should give more money to education." Honig won.

Other candidates might have a "parents' rights" theme or a "back to basics" theme.

PART TWO: THE CAMPAIGN

I. The Strategy

Q. What is a campaign strategy?
A. The strategy is an overall, long term battle plan for the entirety of your campaign. Tactics are how you respond to day to day matters. A good strategy must answer who is being campaigned to that is, which voters will be moved by the strategy, and why they will be moved.

Q. How do I develop a campaign strategy?
A. There are nine points of strategy. Usually, 2 or 3 are applied in one campaign.

Q. What are the nine points of strategy?
A.

1. A traditional strategy based on partisanship, that is a Republican or Democrat based vote plus a percentage of others.

2. Create a clear difference between you and the opponent. This is a strategy based on voter perceptions and a single difference.

3. Divide the voters on ideological lines, for example a strategy based on a conservative v. liberal view.

4. Become a champion of a single issue or cause.

5. Build a diverse coalition of voters into a single voting block.

6. Create a positive image of yourself.

7. Create a negative image of the opponent.

8. Build an organization capable of delivering significant vote numbers.

9 Overwhelm the opponent with campaign activities, or "buying" an election.

Q. How then do I implement the strategy?
A. The tactics (campaign plan) must answer how you will move the voters and when.

Develop a campaign strategy first. Then plan how the campaign will be run. (See Attachment A)

II. The Budget

Q. How much money do I need to run a school board campaign?
A. The size of the budget for a school board campaign will depend on a number of factors, e.g. is the candidate an incumbent or first time runner, how many other candidates are running and how well known are they, how big the district, and so forth.

Q. Well, what is the minimum amount of money necessary to run a campaign?
A. People have been known to run and win school board elections on $500 or $600 or less, if you do the work out of your basement. You must determine what your needs are,

how much you personally want to contribute and how much fundraising you want to do. Supporters will often offer to host fundraising parties and receptions.

Q. What expenses/costs should I take into consideration when preparing my budget?
A. Travel expenses; designing, typesetting, and printing campaign literature, posters, yard signs, and press releases; staff, if you're going to hire a consultant; advertising; perhaps an extra phone at home; and, always, some inevitable "miscellaneous."

III. Campaign Management

Q. What is the best way to manage a campaign?
A. First, get a campaign manager. (See Attachemnt B for diagram.)

Q. What things should I take into consideration when choosing my campaign manager?
A. You should choose someone who shares your vision for public education. You should choose someone you can trust. A person who is known by the community would be good. Someone with experience in running campaigns might be preferred.

But the most important qualification is that the person be well-organized, able to keep track of a myriad of details, and be able to devote 20 hours a day to your campaign. The campaign manager should have a proven track record in meeting deadlines, and getting things done. (A old friend may not meet the above tests, in which case, keep him around as a friend but get someone else to be campaign manager.)

Q. What are the campaign manager's duties?
A. The campaign manager will manage the campaign. The campaign manager will, with the candidate, design the strategy and plan the entire Action Sheet (See Attachment A). It is the manager's responsibility to make sure everything on that sheet actually happens. This job will be made easier by delegating authority, i.e. by dividing the school district into precincts. The campaign manager can then appoint precinct chairmen. Each precinct chairman will be responsible to the campaign manager for the election activities in that precinct.

Q. What will the duties of the precinct chairman entail?
A. The precinct chairman will keep track of all the volunteers in the precinct who are working on the campaign. (A file with names and phone numbers.) He will delegate duties and hold the workers accountable. The precinct chairman will make sure his or her people do what is asked of them.

Q. Who will do the work at the precinct level?
A. Volunteers. Volunteers are perhaps the most important element in a campaign. As will be explained later, volunteers can do the door-to-door campaigning, the direct mailing, literature drops, host coffees.

IV. Volunteer Recruitment

Q. What is volunteer recruitment?
A. Recruitment is a process whereby a volunteer is given a specific task to do, understands the task, and agrees to do it.

Q. How do you get the volunteers?
A. The candidate attracts the volunteers. The initial volunteers recruit them and the volunteer chairman assigns the duties and directs the follow through. The volunteer chairman needs to give the volunteer a deadline. People are most productive when they know what they're supposed to do and by when.

Q. How does the candidate attract volunteers?
A. By what he or she says, how he says it, what he stands for, what impression he makes.

Q. What types of people are attracted to a candidate enough to work on his campaign voluntarily?
A. All kinds of people. However, you will want to look for the busy people, those who have demonstrated they can do a project. Look for any ongoing successful activity in your community and try to recruit its leaders: scouts, Amway, choirs, babysitting co-ops, and so forth.

Q. How do I recruit these volunteers?
A. Anytime the candidate makes an appearance have campaign personnel (spouse, friends, volunteers) stationed by the exit doors. As people leave the volunteers should pull out 3x5 index cards. Get the people who attend and who are interested to put their name, address, phone number, and the precinct number on the cards. These cards will go back to campaign headquarters. These prospective volunteers will be contacted later for their help. (Make sure they are contacted!)

Another popular, and enjoyable way, to recruit is coffees. You get a volunteer to host a coffee party in her home. The hostess will invite neighbors and friends to the coffee to meet the candidate. Refreshments will be served. Then the candidate will arrive. The candidate will meet everyone, make a brief presentation, and then answer questions for about 10 minutes. The candidate will leave. (Hopefully to attend the other two coffees scheduled for the evening.) The candidate's representative, however, should remain throughout the coffee to answer questions and to get the 3x5 cards filled in.

Q. When is a good time to have a coffee?
A. Have the coffees early in the campaign so you can recruit volunteers to work during the campaign. Schedule two or three a night. (Make it geographically doable.) The candidate will appear at each one for a specific time.

Q. How long should these coffees last?
A. The coffees should be short, but allow enough time for the people to talk to the candidate. People like the personal touch. They know who they are working for and will be able to tell others that "yes, I know Jim Smith personally and yes, he is a good guy."

Q. How elaborate do the coffees have to be?
A. Not very. Just some coffee, tea or lemonade and a few simple refreshments will suffice. Have name tags and the 3x5 cards available. You should also have literature

on the candidate available. All this should be included in the packet that each volunteer hostess should get from campaign headquarters before the coffee. (See Attachment C)

Q. How many people should be invited?
A. Invite (2 weeks ahead) twice as many people as you want to come. Be sure to follow-up the invitations with phone calls, one week ahead and the night before.

Q. What resources can I tap to get more people to volunteer?
A. First, think of all your neighbors and friends and ask them. Then look wherever there is a viable operation, top salesman awards, business activity, civic activity awards. Service clubs. Church leaders. Babysitting co-ops. Little league.

Q. How do I keep the volunteers interested?
A. First, be sure you have something for them to do. Find out what the volunteer's talents are and what kind of time they have.

Keep in mind duties that will need to be done throughout the campaign that will require volunteers. For example, a volunteer may not have time now to devote to the campaign, but perhaps on the day of the election the volunteer could give 2-3 hours getting people to the polls. (See page 15.)

Q. What are the jobs I assign to volunteers?
A. Everything that needs to be done! For example, door-to-door surveys, phone-banks, literature drops, coffees, procuring lists, vote goals, babysitting, fundraising, follow-up calls, mailers, transportation.

Q. How do I get the volunteers to work efficiently?
A. First, explain how their job is a smaller part of the big picture. Do not let them be overwhelmed thinking every aspect of the campaign is a monumental task. Next, people do not produce unless they know what to do and when. This is true of children, students, congressional aids, etc. Therefore, you must tell the volunteer what to do and by when. For example, someone in the campaign has to say: "I'll be by your house Saturday at 10:00 A.M. to pick up the survey results. And then, be sure to be at the house at 10:00 A.M. Saturday.

Don't let the volunteers dangle you.

Q. How do I make sure the volunteers are comfortable with what they're doing and moreover know what they should be doing?
A. A simple volunteer training session might be helpful. For example, gather 5 or 6 who are going out to conduct a door-to-door voter identification survey in the morning before they begin. Go through the steps with them and let them practice if they'd like. Give them scripts to follow. This type of training session is good also for people to see that they're not only working for your candidate.

Also, give them information they can take with them. For example, the hostess information packets for the coffees, or a precinct packet for the door-to-door survey. (See Attachment D)

Most importantly, be positive and enthusiastic. Stress and exhibit this attitude. Be upbeat and winning. No one wants to work for a losing cause.

Q. Do some types of people do better at certain jobs?
A. There is something to be said for matching personal characteristics to the job.

For example, outgoing people are often good at planning parties, hosting coffees or going door-to-door or telephoning.

Organized people maybe good at correspondence, coordinating, scheduling or telephoning.

Shy people may be good with speechwriting or doing direct mail.

Homebound people can be used for mailing, phoning, or babysitting!

Q. What are some ways to make the campaign work fun?
A. Depending on the size and financial status of the campaign, a newsletter to volunteer workers keeping them updated with positive news of the campaign, quotes from new endorsements, etc. are some ideas.

Make sure the volunteers have contact with the candidate as much as possible and that the candidate thanks the volunteers for their work.

V. Vote Goals/Precinct Work

Note: The following example is based on a congressional race. School board election numbers will be substantially smaller.

Q. Could you explain what you mean by a precinct and why the work is done at the precinct level?

A. The precinct is the smallest political subdivision that you live in. The precinct can be the key to success.

Q. Why can the precinct be the key to success?

A. You will understand once vote goals are explained.

Q. What is a vote goal?

A. The district vote goal is 52% of the projected voter turnout. 2% gives you leeway over the 50% majority.

The precinct vote goal is a system developed to prepare a campaign to win by 2 or 3 votes a precinct. Therefore, you do not look at the election as one big election, but many small elections.

To many people, garnering 100,000+ votes seems overwhelming, but no one will be intimidated by 165 or 180 votes to win a precinct.

Q. How do you figure out the precinct vote goal?

A. First, project the voter turnout percentage.

Q. How do I do that?

A. The best way is through the similar election turnout projection.

This means you review elections of the past 8 or 10 years and find an election similar to your race.

Q. What should I look for in making this determination?

A. You might consider the following:

--what initiative or other measures on the ballot will effect turnout
--how is mood of voters effecting turnout
--what other elections on your ballot will help or hinder turnout
--what will the weather conditions be likely

Q. What do I do after finding this similar election?

A. When you find the similar election determine the percentage of registered voters that went to the polls. For example, if 233,918 of the district's 315,583 actually cast ballots the turnout percentage is 74.1%.

Q. How do I get a turnout percentage for this current election?

A. Take 74.1% of the current voter registration in your district.

For example, 74.1% of 302,608 registered voters is 224,232.

Q. How do I find the precinct vote goal?

A. Look for a previous candidate with attributes similar to your candidate (Note: this similar candidate doesn't have to be from same election as turnout projections.)

Q. What sort of attributes?

A. Among other things. you should consider political ideology, specific campaign platform, personal philosophy, personality, speaking ability.

Q. I've found a similar candidate, what next?
A. You should then get a precinct breakdown for the election in which this similar candidate ran. (See Attachment H)

Look at precinct #1. The "similar candidate" got 133 votes. This is .0011% of the total district vote of 123,187.

Therefore, to get the same precinct percentage ratio in the current race you take .0011% of the district vote goal (116,006) and you get 125. 125 is the vote goal for precinct #1.

Realize that some precincts will not give you even 50% of the votes cast. But for those precincts, too, you set a vote goal. Remember, each precinct is its own election, and the object is to attain the vote goal.

Q. This information seems valuable. What else can I do with it?
A. A lot.

First, by determining the precinct goals you have prioritized the precincts. The precinct with the highest vote goal becomes the highest priority.

Secondly, precinct vote goals are also good for scheduling events. A candidate has only so much time. Prioritize his/her events according to high vote goal precincts.

Third, in precincts where you find, through voter identification, less support than necessary to meet your vote goal target mail to that precinct to increase support.

Fourth, volunteers. Vote goals give volunteers a purpose. As was said earlier, 100,000+ votes seems overwhelming, 165 or 170 votes on the other hand is an achievable goal!

Q. What kinds of activities should I plan and how?
A. Let me address the "how" first. It is very important to be organized in planning the campaign activities. A calendar of events should be scheduled by the candidate, the campaign manager and the precinct chairmen.

The types of activities you might want to schedule include are coffees, receptions, personal appearances by the candidate at civic group meetings, shopping centers, county fairs. Other activities include campaign literature drops, door-to-door surveys, direct mailings.

Q. Please describe some of these activities.
A. Questions and Answer Forums. These could be held with or without the opposition. Usually, these forums are sponsored by the political parties or organized clubs and civic organizations. (See Attachment E)

A variation on this is the debate. In this case, the candidate and his opponent debate a specific proposition. An objective person would act as moderator.

Receptions. A reception for the candidate put on by volunteers is a good way for the public to meet the candidate. Light refreshments could be served. An evening reception would give working people a chance to attend.

The candidate can make personal appearances at civic group meetings, shopping centers, county fairs.

Q. In planning these activities, should they simply be scheduled and then let the candidate go by himself?

A. Not if it can be helped. Any public appearance is an opportunity to recruit volunteers. It is good for someone to get names and phones numbers, and should the candidate have to leave, the assistant can stay and answer questions. This is a good policy to follow with the other activities especially if the candidate has other functions scheduled for the same evening.

Q. It is inevitable, that at one of these functions the candidate will be put on the spot if he is unable to answer a question asked of him. What should the candidate do in this case?

A. This does put the candidate on the spot, however, he or she should admit they don't have a position but outline how they would go about formulating one.

Q. Is it useful to have campaign literature available at these functions?

A. Campaign literature is a good way to get the candidate's name recognized. People can pass it on to others. It helps start conversations about the candidate by those who have met him. That word of mouth is the strongest secret weapon any candidate can have.

Q. What are the different types of campaign literature?

A. Campaign brochures. This piece of literature might include a photo, a brief biography and the candidate's theme.

Yard signs, posters, flyers, bumper stickers, buttons. These are all good if the campaigns budget permits.

Letters to absentee voters. A letter from the candidate to absentee voters reminds the person to vote, but more importantly gives the candidate the chance to say how important the absentee voter's vote is and a chance to explain his platform. (Identifiable groups that generally vote absentee include college students, military men, shut-ins.) These letters are especially important in low turnout elections.

Q. What is the best way to distribute this campaign literature?

A. Distribution can be done in a number of different ways, for example door-to-door canvassing, direct mail, get volunteers to distribute the literature at shopping centers, county fairs.

The precinct chairmen should organize these literature drops making sure all county rules are followed in doing so.

Q. What is door-to-door canvassing?

A. This is simply an organized way for the volunteers to distribute campaign literature door-to-door. Divide the volunteers into teams of two. Assign each team a geographic location, arm the volunteers with brochures, and set them on their way to distribute the literature at each house. All teams should report back to the person in charge after they have distributed their literature.

Q. What is direct mail?

A. This is a procedure in which volunteers address envelopes, stuff envelopes with a letter and a piece of campaign literature and mail it. A voter registration list can be useful to identify people who should receive the campaign literature. IMPORTANT NOTE: Never, never, never send out a brochure by itself. Nobody reads an unaccompanied brochure, so don't waste the money! Use brochures to accompany letters from the candidate, from organization heads (when mailing to a certain organization's list), or other endorsements.

Precisely how those letters are written is also a matter of some importance.

Personalize the letter if possible.

State the purpose of your letter. For example, if it's a letter from the candidate, "I am John Smith and I am running for the school board. I'd like to introduce myself and explain my vision for public education."

Specifically ask for their support and ask them to vote for you on election day.

You may also want to include a phone number and address at which they can obtain more information about the candidate and his or her campaign.

Have a courteous closing, like "Yours for better education," "Yours cordially."

Q. What are some ways to assist the candidate in making his appearances?
A. A candidate should never try to read what someone else has written. Know in your mind what you want to convey and believe it in your heart. Speeches should be targeted to the particular audience. The speech to the PTA, for example, would differ in style from a speech to a church group.

Develop 2 or 3 themes in your campaign. Use them and none other unless you're asked over and over. When the public hears the issue, it should think of you. Cards can be helpful reminders when you first begin speaking.

Q. Does it help the candidate to be endorsed by a prominent citizen or group?
A. It gives the candidate more credibility to have endorsements of key leaders in the community.

The President of a local parents group, for example, might endorse your candidate and then send out a post card mailing that might say something like this, "I am writing to let you know that Jim Smith is .....my candidate for the school board."

A minister might announce from the pulpit that Jim Smith is his personal choice for candidate and suggest that the congregation might consider Jim Smith as their candidate. (That is allowed. What is not allowed is for the pastor to announce that Jim Smith is the choice of the church.)

Q. Is it worthwhile to advertise a candidate in local newspapers?
A. This is a possibility. It's not a good way to spend money even if you have it. Newspaper ads are not effective. Radio spots would be better. It is more effective to write letters-to-the editor of the local paper in support of your candidate. Next to sports, more people read letters to-the-editor than any other section of the paper.

VI. Voter Identification

Q. Of all the different parts to a campaign which one should I concentrate on with the most vigor?
A. Without a doubt, voter identification and turnout.

According to Houston pollster V. Lance Tarrance, only 8% or 9% of the public vote in school board elections. This means, that if you properly identified the voters who support you or your candidate and get them to the polls on election day, you could virtually put the candidate of your choice on the school board.

Q. What is voter identification and turnout?
A. Voter identification is a systematic approach used to figure out, before election day, exactly which registered voters favor you or your candidate and which favor the opponent(s).

Voter turnout is a systematic approach used to get the voters who support you to the polls on election day. This is worth at least 50% of everything you do in the campaign!!

Imagine your school board campaign as a furniture store business. You are selling chairs and sofas. You need to figure out how many chairs and sofas you need to sell to make a profit. You need to figure out who will buy your chairs. Most importantly, you need to figure out how to get the people into your store to buy the chairs and sofas.

The big difference, however is that in your school board campaign the store is only open one day. That is you have only one day, one chance, to get the people out to vote for you.

Q. How do I identify the voters who support me or my candidate?
A. There are three systems for voter identification, namely, phone banks, door-to-door survey, and hostess phones.

Q. What is a phone bank?
A. The bottom line is that 3 or 4 people sit down at phones and call all the people on a given list to find out who supports their candidate. The results are recorded and returned to the campaign headquarters. The callers can be volunteer or paid. The script the callers use can be objective or slanted in support of your candidate. The list of voters which the callers use can vary, although it is usually a voter registration list obtained from the county board of elections (detailed explanation below).

Q. What is a door-to-door survey?
A. Volunteers go door-to-door in a given geographic location. At each house they ask who the resident supports in the school board election. Again, the results are recorded and returned to campaign headquarters.

This is not a very objective method. You will get a lot of undecideds and a lot of favorable responses primarily because people are basically nice and do not want to offend you.

Q. Then why do the door-to-door survey?
A. The reason why you would bother doing a door-to-door survey, despite its lack of objectivity, is because it is probably the first time a candidate has ever sent a personal representative to this person's door asking for support. If they are undecided, this will likely have a desirable impact.

Q. What are hostess phones?
A. A group of volunteers committed to you or your candidate take a script and a list of citizens home and make the calls in their free time. There are no expenses and you don't need a room with 3 or 4 phones; however, hostess phones are a "dream" (generally they don't work). Even though committed to the candidate, the people go home and become immersed in immediate interests, like the family, shopping, the house or the yard.

Q. Which is the best of the three methods to use?
A. I will rank each method beginning with the most desirable.

Most desirable: phone bank with an objective script.
Desirable: door-to-door survey (reason--establishing personal contact).
Less Desirable: phone bank using an advocacy script. The important thing here is the message that is going out, namely, who the candidate is and why the caller supports him.
Least desirable: hostess phones (caveat--don't expect results).

Q. How do I decide which method to choose?
A. The determining factors are name recognition of the candidate, what the district can handle (rural v. urban), and what can be done financially.

For example, if no one knows the name of the candidate an objective call would not be as good as an advocacy call. An advocacy script would not be good for voter I.D. purposes, but would get the candidate's name known. If your district is rural with houses miles apart then a door-to-door survey would not be as good as in an urban district. If the campaign has lots of money then a phone bank with paid callers rather than volunteers would be better.

The best overall strategy would be to use a combination of all the methods. Especially when the district can't be characterized as all urban or all rural. For example, with a rural and urban district you might have 40% urban, then you could use door-to-door, for the 40% rural you could use a phone bank; and for the remaining 30% (with very few houses) you could use a hostess phone.

The overall purpose that must not be forgotten is to identify the voters who support your candidate. That is, for each precinct you should have identified (on 3x5 cards) at least as many supporters as the vote goal requires. If you have a vote goal of 47, for example, you must have identified 47 people who will vote for your candidate. Then, as you will see below, those 47 must actually go to the polls and vote for your candidate.

(Note: The vote goal is based on individuals and the I.D. refers to households. Therefore, because there are usually 2 or 3 registered voters in a household your voter I.D. number can be less than the vote goal.)

Section 1. Phone Banks

Q. What is the difference between paid and non-paid callers and what are the advantages of each?
A. The paid callers are hired to make the calls. They show up at the appointed time and work through the day, in other words they are reliable. Volunteers on the other hand are less efficient, less reliable and you can't fire them. (Volunteer recruitment explained below.)

Q. Could you explain the difference between an advocacy script and an objective or non-advocacy script?

A. An advocacy script would go as follows: "Hello, my name is Jane Smith...I am working for Bob Johnson who is running for the school board... he is a good candidate because...do we have your support?"

A non-advocacy script would go like this: "Hello, I am Jane Smith...I work for XYZ consulting firm...If the election for school board were held today for whom would you vote? List names.

Q. Is one script better than another?

A. The non-advocacy script will get you a more objective response. However, you may want to combine the two. For example you could have the callers use the objective script to begin with. Then, when the answer is "undecided" the caller can say, "Oh, well our firm is representing Bob Johnson...he is a good candidate because...Please consider Bob. May we send you some literature?

Q. Is it better to have male or female callers?

A. It doesn't matter. The caller simply needs to be pleasant and intelligible.

Q. What is the best time to make the calls?

A. The evenings between 5:30 and 9:30 are good. Saturdays between 10:30 and 2:00 and Sundays between 6:00 and 9:00 PM.

Q. What sort of record does the caller make of the phone calls?

A. The response will be YES, NO or undecided.

With the YES answers take a 3x5 index card and mark the precinct number on the top. Then write the name, address and phone number of the person. Scratch the names off the list of those who answered NO. Send the "undecided" cards to the campaign headquarters so they will be sent a direct mail piece on your candidate. Call the undecideds a week later to make sure they got the information and ask them for their support. (See Attachment F)

At the end of the identification process take all the 3x5 cards to the campaign headquarters. These will be used in the voter turn out on election day.

Q. Where should we set up the phone bank?

A. The best and least expensive plan, would be to arrange with a friend or a sympathetic supporter to donate his office (equipped with phones) for the phone bank. For an alternative, find space available in a central location, a church hall, for example, someone's office, someone's home. Rent three or four phones and have them installed. Get a large table, chairs, phone books and a map of the district.

Q. What is the best way to deal with the volunteers when they come?

A. Have one person who is at the site be in charge of the phone bank. As the volunteers come in, give them the list of people they are to call, a script and the notecards they will need when tabulating the calls. (Note: It is good to have someone call the volunteers the night before to remind them about their phone bank duty.)

Q. Where do I get the list of people for the callers to contact?

A. The best list would be the voter registration list. This list can be obtained from the county board of elections.

Another possibility is to get a hold of membership lists of different organizations in town, for example, church lists, civic organizations. The important thing here is that you may find people who are not even registered to vote. In that case, you could get them to register and then vote for your candidate, if you are calling far enough ahead.

An entirely different approach would be to get your people to actively register voters for the election.

Q. Should the callers and door-to-door canvassers be able to answer questions about where your candidate stands on all issues?

A. If they are knowledgeable, fine. But rather then guessing, or worse putting words in the candidate's mouth, try this: on all information sheets and every time you talk to the volunteers remind them about the referral number, that is a number (usually headquarters) that anyone can call to get information about where your candidate stands on different issues.

Section 2: Door-to-Door Survey

Q. How does one set up a door-to-door survey?

A. First, get a map of the county. Divide the area into manageable sections. Make maps of the smaller sections. Assign volunteers to each section. (Depending on how many volunteers you have and the size of each area you could have 2 or 3 take one section.)

Each volunteer will have a script to take along with him as well as the map. This script can be memorized or read -- memorized will have a better impact.

The volunteer will go up to the door and say "Hello, I am Rebbeca Jones...I work for Jim Smart...he is running for the school board...he is a good candidate because...can we count on your support?"

More than likely the volunteers will be nervous at the first two or three doors, but after that they will be used to it and they will find out that people are generally nice, and they will be able to relax and enjoy it.

As explained earlier, this method does not achieve objective results, but that ultra-important personal contact is made.

Q. How do the volunteers get to the areas they are to cover?

A. If possible, assign the volunteers to the areas in which they live. This will cut down on transportation problems. If that is not possible and the volunteer does not have a car, arrange to have rides available. Have the volunteers meet at a central location, say campaign headquarters, and then deliver them to their assigned area. Arrange to collect them at the end.

Q. How are the results recorded?

A. Just the same way they are recorded with the phone bank. Tabulate the YES responses on a 3x5 card and return them to campaign headquarters, the undecideds will be sent information on the candidate and the NO's will be eliminated from the list.

A similar follow-up should occur. That is, the undecideds, should receive another visit after the people have received the campaign literature. An alternative would be to have the follow up done by phone.

VII. How to Work With the Media Effectively

Q. How important is the media?
A. If you can get fair media coverage, you are a big step toward establishing your credibility.

Q. How do I go about working with news reporters effectively?
A. First, it might be good to have someone in your campaign to be in charge of the media/press: e.g. a press secretary. A person who has media contacts or someone who has dealt with the press before might be good.

Failing that, someone who is intelligent, thoughtful, honest, articulate and close to the campaign. In a small district, the candidate can handle most of it solo.

Q. What are some rules of thumb dealing with the media?
A. First, it is worth the effort to cooperate with and work with the media. You should disclaim any "conspiracy theory" that the media are all against you and your candidate.

Realize that a reporter does not have to agree with you to write a story and a reporter doesn't have to like you to write a fair story.

Q. My perception is that all the media are liberal. Is that the case?
A. Yes, the average reporter is liberal, but an average reporter has to have a story, and will use your material if you are helpful, have it to him on time, and are available for providing clarification or answering questions.

Q. We've been talking about news stories. What about editorial endorsements?
A. Editorial policy is different. In order to get an editorial endorsement arrange a meeting with the editorial board or your local newspapers. Present yourself to them; be candid about your philosophy, your ideas about education, etc.

Q. How do newspeople think?
A. By nature they are distrustful of candidates, politicians and incumbents.

They're fearful of being "used" -- that is, you will "use the media to get your message out."

The average reporter is cynical and doesn't understand or believe much politically or morally. But the average reporter is not heartless or cruel, he or she is a human being with human reactions.

Q. How should I work with reporters?
A. Be sensitive to their needs and work with them not against them.

Deadlines: Reporters always have deadlines that must be met. For example, morning papers have a 8:00 or 9:00 PM deadline. Evening papers have a 9:00 AM or earlier deadlines. Local TV has a 3:00 PM deadline. Anything received after 3:00 PM is not used generally. Local radio has hourly deadlines. Wire services like AP and UPI deadlines are constant.

When talking with a reporter ask him or her what kind of deadline they're working under and then work according to that deadline. Note: the news has to be "hot" for a reporter to break a deadline.

Access: Make sure any news release has a phone number on it. Include home phone numbers where someone is always available.

Hard News: Have something original and important to say. Tag your news onto local or state events if possible.
Don't cry wolf.

Mistrust of reporters is often based on experiences where a quotation has been wrong or misstated in an article or news story. If that is the case, don't be afraid to get it straight. Call the reporter first and talk to him. Many mistakes are made because of time pressures and through misunderstanding.

By calling the reporter directly, in a nice way, you may win a friend for life. Only call the editor if you have problems with another story after you have tried to be nice to the reporter. If you call the editor first, the reporter, having been called on the carpet, may look for ways to get back at you.

Be careful when making your complaint. If you haven't been mis-quoted, don't say you have simply because the story turns out in a way that you don't like. Most newspaper reporters now have tape recorders and radio stations save tapes and TV stations save film. If you claim you were mis-quoted, media outlets will now generally release the tapes if they have them to prove you were wrong, and it makes for permanent difficulties with credibility.

Q. Sometimes it happens that the story is OK, but the headline isn't satisfactory what should I do?
A. If you have a problem with a headline in a newspaper story, don't yell at the reporter. Call the headline writer, which at almost all daily papers is a different person from the one who wrote the story. Headline writers seldom hear from outside people and it will make a big and permanent impression on that writer and more than likely, he will take care that you don't have a similar problem the next time.

Q. How should I present my candidate?
A. Present your candidate as reasonable, responsible, interesting, informed, straight forward person.

Do not overreact! The calmer you are the more interest you can get out of reporters; be relaxed. Reporters are naturally hesitant about quoting somebody who is nervous because they wonder what he's hiding.

Q. How do I project this good image?
A. Know your substance. Come across as an intelligent person who is willing to work for the community rather than as some reactionary fanatic. This requires careful research beforehand. Try to use sources reporters recognize and respect. Don't hesitate to mention those sources in your presentation.

Q. How do I accomplish this?
A. Be prepared for your interview or presentation. Be positive. Be sincere. Do not interrupt - unless you're being railroaded. Be careful of body language. Be relaxed, be poised, make eye contact with your audience and SMILE. Your dress should be appropriate (neat, tailored), and if you're a woman wear a litte extra make-up for TV or pictures. You might want to rehearse the presentation before members of the campaign staff.

Q. This will be difficult for me because I get nervous around reporters or cameras?
A. First, remember you are conveying your story to the public not to the reporter. Tell your story in plain English and do not get caught up in rhetoric. Also rehearse Certainly before a press conference, but also before appearances where you will be subject to questioning.

Q. What are 2 or 3 points to remember when I am being interviewed?
A. First, you should direct the course of the interview. Have one or two key points that you want to make. Answer the reporter's question and move right into making your points. Make the public like you! Be yourself! Remember, you don't have to do the interview. ALWAYS ask yourself "why do I want to do this interview?" and "what will I get out of it?"

Also you can always refer the reporter to another spokesman -- if he or she has the same view on the issue as you do. This way you become a source person for the reporter.

Q. What about using news releases?
A. News releases can be effective, especially when you announce your candidacy.

Write the press release with great care. Be specific. As mentioned earlier, be sure to include a contact name and phone number that is always answered, (See Attachment G) and a picture -- 5x7 black and white.

Q. Does the candidate need to be kept informed as to what goes out in news releases and mailings?
A. If you are going to put out statements on a given subject be sure to be prepared to discuss it at anytime. You don't want the reporter to come interview the candidate and find out the candidate has no real idea of what is in the releases.

Q. When we mail out news releases should they be addressed to a specific person?
A. Preferably. Get the name of the reporter right and spell it correctly. Many releases are ignored simply because the name of the person to whom it is sent is spelled incorrectly. Reporters have a great deal of pride and often throw that sort of release out without reading it.

Q. What about press conferences?
A. First, remember, this is the medium in which you have the least control! If you should call a press conference, you might want to think about a few rules:

-Never cut off germane questions
-You frame the issue
-Make positive statements
-Have date statistics if needed
-Be firm...tell obnoxious reporters off in a NICE WAY.
-Do not answer questions about things you know nothing about.
-Be prepared for questions about private matters. Now that you're seeking public office, you have to be ready to act like a public citizen.

Q. What is the best way to handle a debate?
A. First, clearly state your proposition. Market your viewpoint in contrast to your opponents. Speak in terms of broad principles -- paying special attention to how the issues and policies affect the very people you are talking to.

Anticipate your opponents' arguments. For example, if you are taking the affirmative side on voluntary school prayer, be ready for your opponent to argue that voluntary school prayer should not be permitted because there should be a separation between church and state.

Keep fact and opinion straight. Always leave enough time to sum up at the end.

Q. Should I go on a local TV or radio talk show?
A. You bet! Take every opportunity you get for getting known and heard by the public, especially cable TV. Many public school systems have a cable access station.

Do not wait to be invited. Make contact with the local stations. Let them know you are running for the school board and ask if you can get on the air.

Even if you cannot get on, it may happen that a reporter is doing a story on education and will contact you for your opinion.

VIII. Election Day Turnout

Q. How important is it to continue working through the election day? Haven't the people pretty much made up their minds by now?
A. Voter turnout is very important. As we said earlier, it's worth at least 50% of everything you do.

The people, even if they've decided whom to vote for, must go to the polls and cast their ballots.

Q. How do you get people to turn out to vote?
A. There are three systems for voter turnout, namely, phone banks, door-to-door and hostess phones.

The mechanics of each are the same as when doing voter I.D. The message this time is different, however. This time, the volunteer, armed with his 3x5 cards, will call each identified supporter and remind him or her to vote. Ask if they need a babysitter or a ride to enable them to get to the polls. If they do need it, arrange one for them.

The best way to get a good voter turnout is the victory squad.

Q. What is the victory squad?
A. This is an all out effort (planned far in advance of election day) in which all of your volunteers go door-to-door on election day to get the identified supporters to go to the polls to vote.

(Caveat: Check state laws to make sure electioneering on election day is legal.)

Q. What does the victory squad entail?
A. First, it entails a large number of volunteers donating two to three hours on election day to go door-to-door.

This is the exact procedure: 50 of the 3x5 cards (indicating identified supporters) are put in envelopes with a script, a map of the neighborhoods to be covered (and instructions).

Each volunteer will arrive at the victory squad headquarters (maybe somebody's garage). The volunteer will be given a packet and proceed to canvass his designated area to get people to vote.

At the door the dialogue might go as follows: "Hello, I am ...I am working for... This is an important election and we need your vote today."

If no one answers the door leave a door hanger with the same information plus a telephone number in case a babysitter or ride is needed.

Q. What happens when the volunteer has gone to all of the 50 houses designated?
A. The volunteer brings the envelope back and goes out with another. Begin at 10:00AM and continue through the day.

What impact will this have?
This should have a tremendous impact.

Remember, at this point in the campaign you're only dealing with the people who support your candidate. They may have other matters on their minds and need a reminder about the election. Most school board elections take place on ordinary working days and people tend to forget about the election or minimize its importance. They often need to be reminded about the issues and the importance of electing your candidate.

Plus you're reminding people to vote and offering them help (babysitting/rides) right then and there on election day itself.

Moreover, the personal contact has an impact.

Calling the night before the election is important, too. No one has yet voted. You get your candidate's name into that household one last time.

Q. Should we have someone at the polls checking to make sure our supporters have voted?
A. Yes. This must be done along with the victory squad or as an alternative to the victory squad. Set up a poll checker. Check the local laws. Generally, a poll checker is able to sit or stand behind those working the polls. On election day, as each voter registers, the poll checker should cross his or her name off the list of "committed voters." (The list or file of 3x5 cards is the result of your earlier voter I.D. survey.)

By late afternoon, each committed voter who has not yet voted should be called. Now you know why you got home and work numbers of your supporters. Call them at work if necessary. Urge them to vote and offer them transportation to the polls and a babysitter if one is needed.

Q. Who is to do all this?
A. As with the victory squad, it is your volunteers that are critical to the success of the poll checker system. Be organized and plan this activity weeks in advance of election day.

Q. What is the best method for getting these voters to the polls?
A. The precinct chairman should have organized volunteers to drive (they should be equipped with maps). The same goes for the babysitting...the precinct chairman should have volunteers lined up to babysit on election day.

IX. Conclusion

Getting elected to the school board takes a lot of hard work and dedication, but the education of our children is worth the effort. Recognizing the importance of the effort, we have given you an organized and effective guide for running a school board campaign...and winning it.

Good luck!

ATTACHMENTS

ATTACHMENT A

CREATE YOUR STRATEGY

WORKSHEET

Fill out the blanks below, then work together and discuss each item.

OBJECTIVE: What would you like to see different?

_____

_____

_____

Is the objective. . .

___Realistic? ___Time Bound?

___Measurable? ___An Accomplishment?

FALL BACK POSITION: Your minimum requirements for a satisfactory accomplishment.

_____

_____

_____

STRATEGY: What approaches do you intend to follow?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

TACTICS: How will you implement and allocate resources?

1.	Tactic	Resources Required
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

2.	Tactic	Resources Required
	_____	_____
	_____	_____
	_____	_____
	_____	_____

ACTION PLANNING WORKSHEET

3. Tactic Resources Required

4. Tactic Resources Required

5. Tactic Resources Required

6. Tactic Resources Required

ACTION PLANNING WORKSHEET

7. Tactic Resources Required

8. Tactic Resources Required

9. Tactic Resources Required

10. Tactic Resources Required

TIMELINE: By when are different events due.

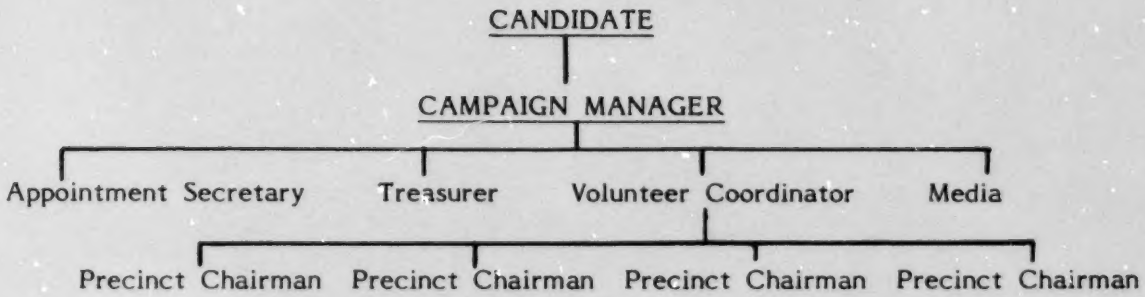
Organize your tactics into logical order.

Insert the initials of the person responsible, then assign a reliable deadline for each tactic.

TACTIC	RESPONSIBILITY	DATE DUE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

ATTACHMENT B

CAMPAIGN ORGANIZATIONAL PLAN



(precinct chairman= volunteer chairman for precinct, i.d. and turnout chairman)

ATTACHMENT C

INFORMATION PACKETS FOR COFFEE HOSTESSES

Instruction Sheet should include:

1. Schedule coffee with the precinct chairman.
2. Invite at least twice as many people (friends/family/acquaintances) as you want to come.
3. Arrange to have some light refreshments available--coffee, tea, lemonade, some cookies.
4. Have campaign literature available for the guests.
5. Have name tags ready for the guests to use.
6. Send thank you notes to those attending.

Packet from Campaign Headquarters should include:

1. Instruction sheet
2. Campaign literature
3. 3x5 cards
4. Name tags
5. Information number (in case you have questions concerning the coffee)
6. A schedule of the candidate's appointments for the evening
7. Name of the candidate's assistant, number where he can be reached

ATTACHMENT D

INFORMATION PACKET FOR DOOR TO DOOR VOTER ID SURVEY

1. Instruction sheet
2. Script **
3. Map of designated area
4. Campaign literature
5. Referral number in case residents have questions on candidate's positions.
6. 3x5 cards to be filled in after survey

**

Objective Script:

Hello, my name is. . .
I am working for the XYZ consulting agency. . .
In the upcoming school board race which candidate do you support? (List the candidates' names.)
Thank you. . .

Advocacy Script:

Hello, my name is. . .
I am working for. . .
He/She is a candidate in the upcoming school board election. . .
Do we have your support?
Thank you. . .

ATTACHMENT E

EXAMPLE ACTIVITY CHECKLIST

Activity Sight._____ Activity Date:_____

8 Weeks Before:

Reserve meeting facilities	(Date task completed)
Engage speaker (written confirmation)	_____
Secure invitation and mailing lists	_____

6 Weeks Before:

Speak with meeting coordinator (from meeting facility) and arrange logistics	_____
Hold group meetings and delegate tasks	_____

5 Weeks Before:

Make up flyers (make sure they include a contact person and number)	_____
Have flyers copied	_____
Secure tickets (can be bought at office supply stores)	_____

4 Weeks Before:

Mail flyers	_____
Put poster and flyers around town	_____
Announce event at various meetings (PTA, Boy Scouts, etc.)	_____
Send equipment checklist to meeting coordinator	_____

ATTACHMENT E (Page two)

3 Weeks Before:

Contact radio stations about community calendar public service announcements _____

Logistics with meeting facility coordinator set _____

Contact area pastors about announcements from pulpits and leave flyers with them. _____

2 Weeks Before:

Purchase needed materials (name tags, etc.) _____

Secure audio visual equipment (if needed) _____

Write press release _____

1 Week Before:

Mail press releases _____

Make press calls _____

Secure petty cash (for change at ticket table) _____

Group meeting--give assignments _____

1 Day Before:

Follow up press calls _____

Follow up member calls _____

Final phone conversation with meeting facility coordinator _____

Final phone conversation with guest speaker _____

Secure refreshments _____

ATTACHMENT F

3x5 Cards

** for identified supporters or volunteers

Name

Address

Phone Number

Precinct

Other: has access to 3-4 phones in office

has media contacts

interested in hosting coffee

(other pertinent facts about the volunteer or voter)

ATTACHMENT G
NOTE: This is a sample press release. This is not an endorsement.

Jim McClure Campaign '84

McCLURE ANNOUNCES CANDIDACY FOR THIRD TERM AS U.S. SENATOR FOR IDAHO

FOR IMMEDIATE RELEASE:
April 19, 1984

CONTACT: Al Henderson
(208) 343-1984

BOISE -- Senator Jim McClure today announced his candidacy for a third term as U.S. Senator for Idaho.

McClure made stops in seven cities to formally announce his candidacy, appearing in Pocatello, Idaho Falls, Twin Falls, Boise, Lewiston, Spokane and Coeur d'Alene.

In his announcement, McClure said that three principal issues will confront Idaho in the coming years: achieving stable economic growth, improving the quality of education, and managing the state's wild lands in an equitable manner.

"When I announced my candidacy for the Senate six years ago," McClure said, "I was alarmed by the dangerous trend away from self-reliance. Since that time," he stated, "we've made much headway.

"While I am concerned about the size of the federal deficit," McClure explained, "I'm even more concerned about the overall trend in government spending. Entitlement programs," he pointed out, "are growing at levels far beyond our ability to pay for them.

"If we expect to control federal spending and ensure our continued economic prosperity," McClure emphasized, "we must first control the future growth in the entitlement programs."

McClure said that while the federal government has a role to play in improving education, the primary responsibility lies with states and local communities. "If we expect greater achievement and higher test scores by our young people," he said, "then each of us must become more active supporters of our schools."

McClure noted that he is working with local businessmen and education officials in Idaho to help find ways to bring about educational reform. "It's a spirit of partnership that dates back to our earliest days," he said, "and it's this spirit of partnership that will make the difference."

- MORE -

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NOTE: This is a sample press release. This is not an endorsement.

McClure also said the issue of managing Idaho's roadless forest lands will require the same spirit of cooperation. "The attachment we have to our wild lands is very deep, very abiding, and very real," he stated, "and the question of how they should be managed evokes strong emotions.

"The management bill recently proposed by the Idaho delegation," McClure ponited out, "balances the desire to set aside lands for future generations with the equally important economic needs of our state's traditional industries. I'm confident," he said, "that we can finally resolve this long-standing issue in an equitable and beneficial manner."

McClure was first elected to the Senate in 1972, succeeding the retiring Senator Len B. Jordan. Prior to his Senate election, McClure served three terms as Congressman for Idaho's First Congressional District in the House of Representatives.

McClure serves as Chairman of the Senate Energy and Natural Resources Committee, and is Chairman of the Senate Republican Conference -- the third ranking Republican leadership position in the Senate.

McClure also chairs the Senate Appropriations Subcommittee on Interior and Related Agencies, and is a member of the Appropriations Subcommittees on Agriculture, Defense, and Energy and Water Development. He is also a member of the Senate Rules Committee.

"The pioneers who first came to Idaho had a bold faith in themselves," McClure said. "They had faith in themselves, faith in their families, in their work, in their God, in peace and in freedom.

"These same qualities that make up our heritage," McClure said, "influence the way we view events today, and affect the lifestyle that we have forged in Idaho. In the years I've been privileged to represent Idaho in the Congress, I've devoted my efforts to preserving these values, and to maintaining the quality of life we've all come to enjoy.

"Together, we as Idahoans have often waged a lonely fight for the ideas we believe in," McClure stated. "We've accomplished much over the past six years, yet we have much more to do.

"I am prepared to continue the battle for Idaho and her ideals," McClure said. "To work for steady economic growth; to continue to strengthen our traditional values; to continue to keep America strong. To help achieve these goals, I am announcing my candidacy today to seek reelection to the United States Senate."

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ATTACHMENT H

These are sample numbers to illustrate vote goal process.

1980 election

Votes for "similar candidate"
123,187

Votes for opponent
101,101

Current election

Your candidate's DISTRICT VOTE GOAL
116,006

Opponents VOTE GOAL
107,631

Precincts	"Similar Candidates" Votes	% of District Vote	Current Vote Goal
1	133	.0011%	.0011% of 116,006= 125
2	152	.0012%	.0012% of 116,006= 143
3	221	.0018%	.0018% of 116,006= 208

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RESOURCES

State School Board Associations

Campaign Training School. The Committee for the Survival of a Free Congress, 721 Second Street, N.E., Washington, D.C. 20002. 202-546-3000.